



The University of Vermont
FACULTY SENATE

Educational & Research Technologies Committee
Minutes
427a Waterman
October 14, 2019

Present: Thomas Chittenden (Faculty Senate President), Helen Read (CEMS), Lyman Ross (LIB), Scott Vanson (GSS)

Absent: Luben Dinov (RSENR), Hung Do (BSAD), Deb Ellis (CAS), Elise Hotaling (LCOM), Lutz Kaelber (CAS), Jane Petrillo (CALC), Regina Toolin (CESS), Tim Tourville (CNHS), Marie Wood* (LCOM)

Guests: Mike Austin, J. Dickinson, Alex Messinger, Matthew Price

Co-Chair Helen Reed called the meeting to order at 9:05 am in Waterman 427a.

1. **Minutes.** The minutes of the Septmeber 2019 will be voted on at the November meeting.
2. **Update on LMS Advisory Committee, J. Dickinson & Wendy Berenback.**

Blackboard Use and Needs Assessment Survey Results (Spring 2019)

Prepared by LMS Review Coordinating Committee (RCC)

Learning Management System (LMS) Review Summary

This LMS Review is part of UVM's ongoing responsibility to ensure that enterprise-level instructional technologies are meeting the needs of our faculty and students. Enterprise Technology Services (ETS) and the Center for Teaching and Learning (CTL) are leading this multiseamster review that will:

- Ascertain the general satisfaction and use of our current learning management system, Blackboard
- Identify and prioritize LMS features and tools, exploring the potential for learner and system analytics
- Examine other LMSs, such as Canvas and Bright Space

In order to gain a better understanding of the faculty's experience with Blackboard, the LMS Review Coordinating Committee, with support from the Office of Institutional Research, conducted a survey, further described in this document.

Survey Goals

The primary goals of this survey were to:

- Gain insight into the degree to which faculty are satisfied with Blackboard
- Identify what LMS features faculty currently use and their satisfaction with those features
- Identify alignment between the LMS RCC and faculty priorities in terms of what features are important to include in a LMS

Survey Methods

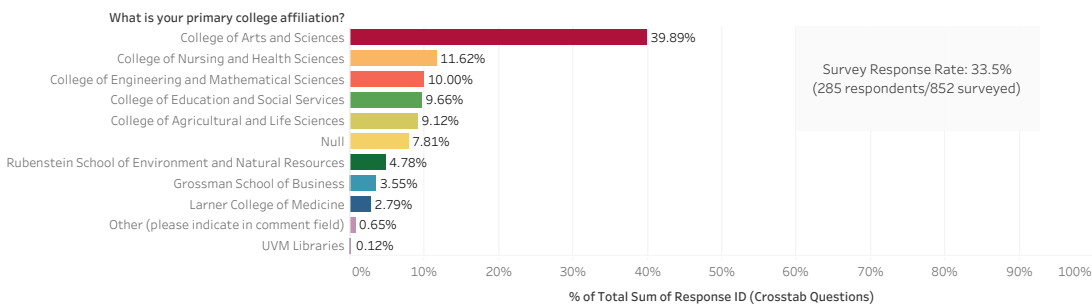
Survey questions were developed by the LMS RCC and tested by the LMS Advisory Committee, the Office of Institutional Research, and CTL staff. The survey sample was provided by the Office of Institutional Research. The sample included 852 faculty members reflecting all active and regular instructional, research, libraries, and public service (extension) faculty as of April 1st, 2019 who had been the primary instructor of a 200-level or lower (<300) course. Visiting and emeritus faculty were excluded from the sample. The survey was released on March 1, with 3 subsequent reminders sent to those who had not completed the survey. The survey was closed on May 24, 2019.

Survey Results

Survey Respondents

We had a response rate of 33.5%. The chart below shows the distribution by college and for comparison, the general faculty distribution across colleges.

Respondents by College



Only 2 of the 4 who marked "Other" provided a comment:
1. Each semester I teach one in-person class for Rubenstein, and one on-line for CS.
2. MMG is equally in LCOM and CALS as dual 'primary.'

Faculty Distribution Across Colleges for Comparison to Survey Response

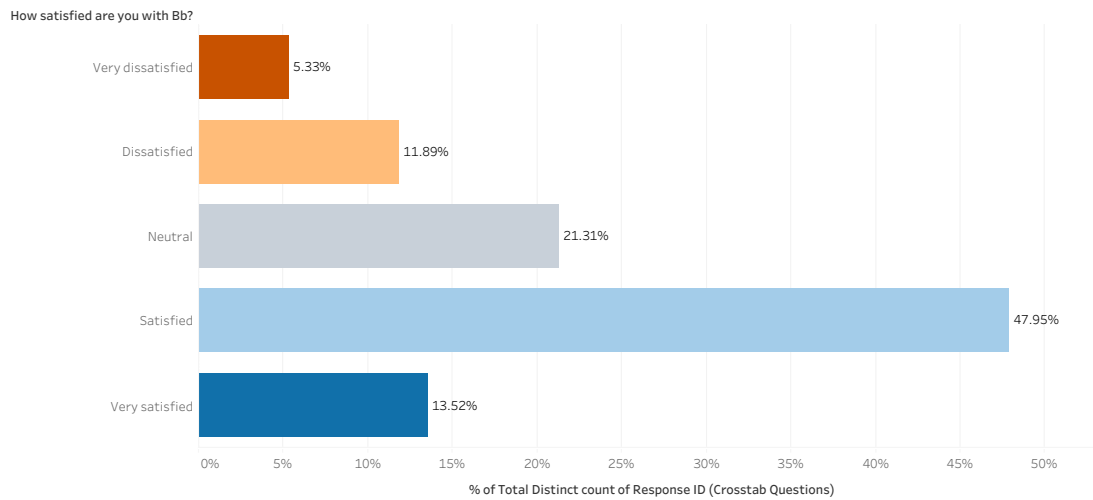
College of Arts and Sciences = 39.40%
College of Engineering and Mathematical Sciences = 11.80%
College of Agricultural and Life Sciences = 10.40%
College of Education and Social Services = 10.10%
College of Nursing and Health Sciences = 8.70%
Larner College of Medicine = 8.50%
Rubenstein School of Environment and Natural Resources = 5.90%
Grossman School of Business = 4.70%

General Satisfaction with Blackboard

The chart below only shows responses for those respondents using Bb with the past 2 years (93% of respondents). In general, those who indicated a higher comfort level with technology were more satisfied

with Bb. Of the 7% of the respondents who do not use Bb, 4% indicated that they don't use Bb because they don't like it.

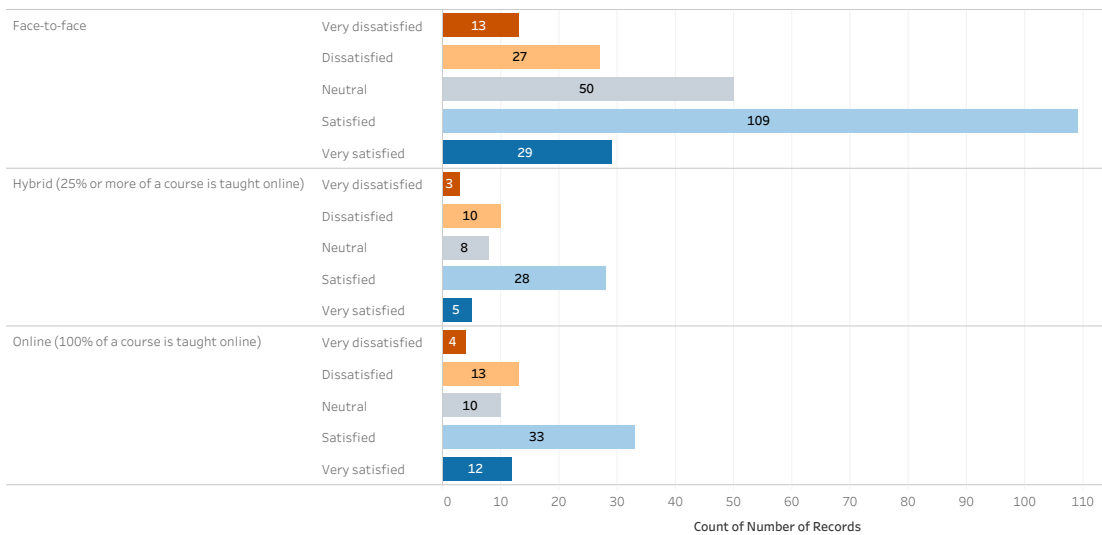
Satisfaction



Satisfaction with Bb (only people who responded that they do use Blackboard or have in the past 2 years were presented this question).

The below chart shows satisfaction with Bb by teaching modality. Respondents could choose more than one modality.

Course Mode by Satisfaction Level

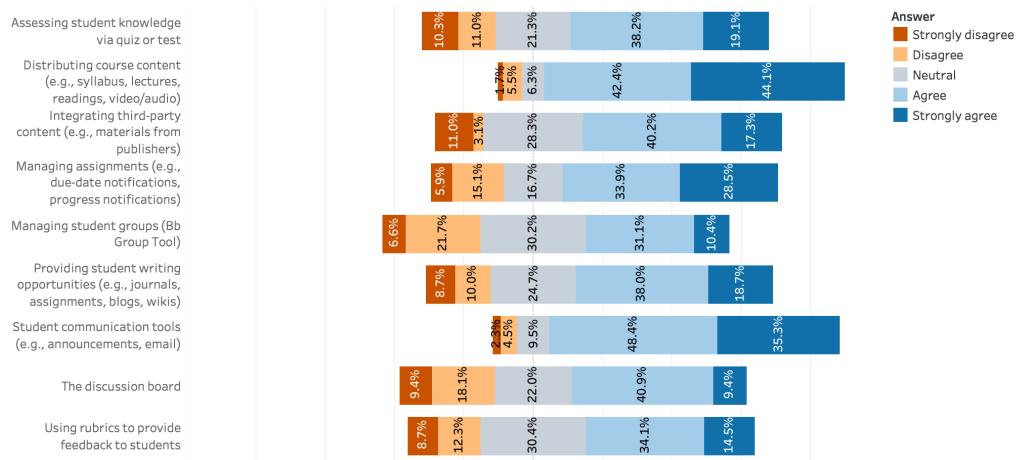


Satisfaction with Bb by mode of course (face-to-face, online, hybrid). Respondents could choose more than one mode, so their satisfaction level is reported with each mode.

Use and Satisfaction with Blackboard Tools

This chart shows the general satisfaction with specific Bb tools for those faculty who indicated that they use Bb.

Please rate your level of satisfaction with each Bb function; if you do not use a feature, choose Don't Use.



Satisfaction with existing Bb features.

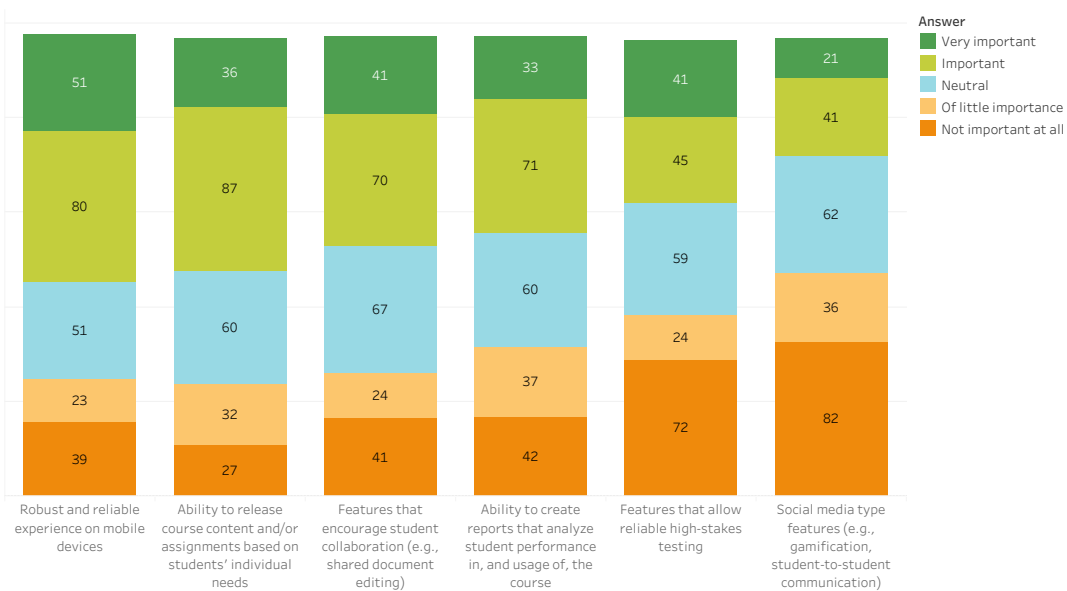
Note - Many respondents don't use all the features (captured on another graph).

The LMS RCC also analyzed tool satisfaction by general satisfaction with Bb. Additional research could be done to ascertain why faculty don't use a specific tool. The survey question was not worded in such a way to determine if non-use was a result of dissatisfaction, not having a need, or other reason. In general, respondents who indicated dissatisfaction, neutral satisfaction and satisfaction with Bb had a positive rating of student communication tools and distributing content. Other tools had slightly varying results.

Priority Alignment

Based on institutional need and research on trends in technology use in higher education, the LMS RCC identified several features that they feel are important to have in any LMS. The chart below shows the degree to which survey respondents who use Bb agree.

Importance of LMS Features to Current Bb Users



The 222 respondents who do use Bb indicated the importance of various features in any LMS.

Next Steps in the LMS Review

In order to better understand the student perspective of using an LMS, the LMS RCC will organize several focus groups this fall. Groups will be comprised of 2 nd - 4 th year undergraduate students and students enrolled in online degree/certificate programs. Focus groups will be run by CTL's Student Focus Group Initiative, undergraduate students trained in focus group facilitation and qualitative data analysis. The LMS RCC will work with the Office of Institutional research to determine the sample, and will work with the Student Government Association to promote participation. The LMS RCC will continue to review other LMS products (I.e., Canvas, BrightSpace, Bb Ultra), and explore how other UVM enterprise-level applications, such as Microsoft Teams, can support the LMS. In collaboration with our stakeholder groups, and based in the data collected from the survey and focus groups, we will make a recommendation to either continue to the next phase (Request for Proposals) or end the review and remain with Blackboard.

3. **Team Demo, Mike Austin.** Microsoft Teams is a collaborative communications platform that incorporates a persistent chat, video calls/meetings, and file sharing (including collaborative editing of documents). Microsoft Teams is currently licensed to Faculty, Staff, Students and Temporary Employees of the University of Vermont. Mike Austin presented the ERTC a demo of how Microsoft Teams can be used on campus. For more information please visit the University of Vermont Website at <https://www.uvm.edu/it/kb/article/teams>.
4. **Qualtrics Presentation, Matthew Price.** There are different groups around campus that pay for the Qualtrics survey software independently. Would it be a benefit to the university to purchase a university wide license? Lime Survey is the current UVM supported survey tool. It has been used on campus for about 10 years and is a free service. It is a good time to determine what the campus survey needs are. Matthew is leading a group to determine the best way to do this. Thomas as Faculty Senate President has offered soliciting Faculty Senators if needed. Matthew will be on the November ERTC agenda to discuss with the members of the ERTC what they see as the best way to move forward with this effort.
5. **Old Business.** There was no old business at this time.
6. **New Business.** There was no new business at this time.

The meeting adjourned at 10:00 am.

*Clinical Conflict.